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ABSTRACT

Intended for reading teachers with gifted students, this paper outlines the characteristics of a gifted reader and suggests methods for adapting the reading curriculum to the needs of such students. The first two sections of the paper discuss the characteristics of the gifted and principles for their identification. The third section discusses structuring and elaborating the reading curriculum, while the fourth section outlines implementation of a quality differentiated program. The final section of the paper presents a lesson plan model based on the acronym CREATE (Curriculum objectives, Reading skills, Enlivening, Activities, Teach and reteach, and Elaboration and evaluation). (HTH)

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ELABORATING THE READING CURRICULUM FOR THE GIFTED

PRESENTED
AT THE

INTERNATIONAL READING ASSOCIATION'S ANNUAL CONVENTION

NEW ORLEANS, LOUISIANA
WEDNESDAY, APRIL 29, 1981

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CS006262

ELABORATING THE READING CURRICULUM FOR THE GIFTED

IN THIS PRESENTATION, WE WOULD LIKE YOU TO KEEP IN MIND THE FOLLOWING CHARACTERISTICS OF A GIFTED READER, AS IDENTIFIED BY WITTY (1971):

1. VERBAL PROFICIENCY
2. QUESTIONING ATTITUDE
3. LONG ATTENTION SPAN
4. EARLY READING ATTAINMENT
5. WIDE RANGE OF INTERESTS
6. PERCEPTIVE, PERSISTENT

IN ADDITION, THE CHARLES COUNTY SCHOOL SYSTEM HAS IDENTIFIED SOME CHARACTERISTICS OF A GIFTED READER THAT SHOULD BE CONSIDERED. THEY ARE:

1. CAN THINK ABSTRACTLY
2. CAN THINK CRITICALLY
3. SHOWS CURIOSITY AND DESIRE TO LEARN
4. SELF-SUFFICIENT
5. ACCOMPLISHES BASIC SKILLS QUICKLY
6. COMPREHENDS WITH MOSTLY NON-VERBAL CUES
(DOESN'T NEED THINGS SPELLED-OUT)
7. HIGH-RISK TAKER
8. READS WIDELY, QUICKLY, AND INTENSELY IN ONE
SUBJECT AREA, OR IN MANY AREAS, GATHERING
LARGE AMOUNTS OF INFORMATION.

THE PURPOSE OF THIS PRESENTATION IS TO IDENTIFY THE CHARACTERISTICS OF A GIFTED READER AND DEMONSTRATE SUGGESTED METHODS OF ADAPTING THE READING CURRICULUM TO THE NEEDS OF THE GIFTED READER.

II. CHARACTERISTICS OF THE GIFTED

WHO ARE THE GIFTED? THE DEFINITIONS FOUND ARE AS VARIED AS THE TYPES OF PROGRAMS OFFERED TO MEET THE NEEDS OF THE GIFTED. MANY EDUCATORS HAVE DEVELOPED LISTS OF CHARACTERISTICS TO AID PARENTS AND TEACHERS IN THE TASK OF LOCATING GIFTED STUDENTS. IT IS UNDERSTANDABLE THAT THESE LISTS DO OVERLAP. FIGURE (1) IS A CAREFULLY CONDENSED VERSION OF THE MOST COMMONLY-NAMED CHARACTERISTICS. IT IS IMPORTANT TO REMEMBER THAT SEVERAL OF THE MORE NEGATIVE BEHAVIORS EXHIBITED BY SOME CHILDREN, ARE ACTUALLY CHARACTERISTICS ASSOCIATED WITH GIFTEDNESS.

IT MUST BE REMEMBERED THAT EVERY GIFTED CHILD WILL NOT EXHIBIT ALL THE CHARACTERISTICS FOUND ON A GIVEN LIST. SOME CHILDREN WILL DISPLAY VERY FEW OF THE TRAITS. IT IS NOT A GOOD PRACTICE TO RELY TOO STRONGLY ON LISTS OF CHARACTERISTICS TO HELP NAME WHO IS GIFTED BECAUSE OF THE MANY OUTSIDE INFLUENCES ON A CHILD'S DEVELOPMENT. ANY LIST SHOULD BE USED AS A GUIDELINE AND EDUCATORS SHOULD BE FLEXIBLE WHEN UTILIZING SUCH INSTRUMENTS.

IDENTIFICATION PRINCIPLES

THE IDENTIFICATION PROCESS HAS BECOME A KEY ISSUE IN GIFTED EDUCATION. FIGURE (2) IS A WEB SHOWING FOUR PRINCIPLES OF IDENTIFICATION.

IN ANY DISCUSSION OF IDENTIFICATION THERE IS FIRST A NEED TO DEVELOP A PHILOSOPHY OF GIFTEDNESS AND HOW TO DEAL WITH IT. INCLUDED IN THAT PHILOSOPHY SHOULD BE A DEFINITION OF GIFTEDNESS AS WELL AS GOALS AND OBJECTIVES TO BE MET BY THE PROGRAM A SCHOOL OR SYSTEM PLANS TO OFFER. ONCE IT IS KNOWN WHAT WILL BE EXPECTED OF THE STUDENTS, THE IDENTIFICATION PROCESS CAN BE DEVELOPED. USING THE SAME IDENTIFICATION INSTRUMENTS FOR DIFFERENT ASPECTS OF GIFTEDNESS IS NOT ADVISABLE.

THE PROCEDURES FOLLOWED IN THE IDENTIFICATION PROCESS WILL DEPEND ON THE PERSONNEL AVAILABLE AND THE ORGANIZATION OF THE SCHOOL. MANY SCHOOLS FAVOR THE TEAM APPROACH WHICH CAN BE AN EFFECTIVE AID TO IDENTIFYING GIFTED STUDENTS. CAREFUL CONSIDERATION OF THE RESOURCES AVAILABLE TO THE SCHOOL INVOLVED IN DEVELOPING IDENTIFICATION PROCEDURES IS IMPORTANT.

SPECIAL FUNDING FOR MATERIALS OR CONSULTANTS IS NOT ALWAYS AVAILABLE AND THE PROCEDURES MUST BE ADJUSTED ACCORDINGLY.

ANOTHER IMPORTANT ASPECT OF IDENTIFICATION IS THE SELECTION OF INSTRUMENTS TO DO THE JOB. IT IS NOW POPULAR TO RECOMMEND THE USE OF A VARIETY OF INSTRUMENTS TO AID THOSE CHARGED WITH THE TASK OF IDENTIFYING GIFTED CHILDREN. GONE ARE THE DAYS OF USING AN IQ SCORE ALONE TO PLACE A CHILD IN A SPECIAL PROGRAM. ACHIEVEMENT TESTS, PARENT, TEACHER, AND PEER

NOMINATIONS, EXPERT OPINIONS, AUTOBIOGRAPHIES AND COMMON SENSE IN RECOGNIZING THE STRENGTHS AND WEAKNESSES OF THE SELECTED INSTRUMENTS NOW JOIN THE TRADITIONAL IQ TEST IN PLAYING AN IMPORTANT ROLE IN THE ACCURATE IDENTIFICATION OF GIFTED CHILDREN.

FINALLY, IDENTIFICATION SHOULD BE AN ONGOING PROCESS THAT NEEDS TO BE EVALUATED PERIODICALLY TO INSURE THAT IT IS BOTH EFFECTIVE AND EFFICIENT.

IDENTIFICATION MATRIX

ONCE THE IDENTIFICATION PROCESS IS DEVELOPED AND THE CHILDREN TESTED AND NOMINATED, A VISUAL REPRESENTATION OF THE RESULTS CAN HELP ORGANIZE THE DATA TO BE STUDIED. A SIMPLE CHART OR MATRIX (FIGURE 3) CAN SIMPLIFY THE FINAL STEPS OF IDENTIFICATION. THE MATRIX CAN BE ADJUSTED TO INCLUDE ANY INSTRUMENTS USED IN THE PROCESS. SINCE THIS PARTICULAR DISCUSSION IS ABOUT CREATING A PROGRAM FOR GIFTED READERS, THE ANALYSIS WILL NOT INCLUDE MATH SCORES.

IT IS THE INTENTION OF THIS DISCUSSION TO DEAL WITH THOSE STUDENTS ALREADY DEMONSTRATING TALENTS AS HIGHLY ABLE READERS. REACHING THE POTENTIALLY GIFTED READER IS AN AREA WHICH WILL NOT BE EXPLORED AT THIS TIME. WILLY AND PIPPI MIGHT NOT BENEFIT FROM PARTICIPATION IN A PROGRAM FOR GIFTED READERS UNDER THE ABOVE MENTIONED CONDITIONS. THEIR ACHIEVEMENT SCORES AND CLASSWORK ARE IN THE AVERAGE RANGE.

PREPARING A MATRIX IS NOT TOO TIME CONSUMING AND IS HELPFUL IF IT IS BASED ON THE RESPONSES TO THE IDENTIFICATION WEB. ONE MATRIX CAN BE USED TO HELP IDENTIFY STUDENTS FOR A VARIETY OF ACTIVITIES. IT CAN BE ADJUSTED FOR REGULAR CLASSROOM TEACHERS IN SCHOOLS WHERE NO FORMAL GIFTED PROGRAM EXISTS, AND WHO WANT TO REACH THE GIFTED POPULATION IN THEIR ROOMS. PROPERLY USED, IT CAN BE A VALUABLE AIDE TO EDUCATORS INVOLVED WITH IDENTIFICATION.

STRUCTURING AND ELABORATING THE READING CURRICULUM

A FREQUENT CONCERN VOICED BY TEACHERS OF LANGUAGE ARTS IS HOW TO PROVIDE A QUALITY DIFFERENTIATED PROGRAM FOR THE GIFTED READERS IN THEIR CLASSROOM. THE BASIS OF THIS SKEPTICISM IS DERIVED FROM THE FOLLOWING RESTRICTIONS:

1. THE PREVALANCE OF HETEROGENEOUS GROUPING;
2. MANDATED COMPETENCY-BASED PROGRAMS;
3. STUDENT ATTITUDES TOWARD READING AND THEIR PERCEPTIONS OF READING;
4. THE DIFFICULTY OF PROVIDING A CLASSROOM MANAGEMENT PLAN THAT MEETS THE VARIETY OF LEARNING STYLES PRESENT IN THE REGULAR CLASSROOM.

HOW CAN THE CLASSROOM TEACHER STRUCTURE A DIFFERENTIATED LANGUAGE ARTS PROGRAM GIVEN THE ABOVE-MENTIONED RESTRICTIONS?

THE LANGUAGE ARTS PROGRAM, WITH ITS DIVERSITY OF SUBJECT MATERIAL, ENCOMPASSES A BROAD RANGE OF SKILLS AND INTERESTS. IT PRESENTS A WIDE SPECTRUM THROUGH WHICH A TEACHER CAN INCORPORATE LESSONS TO MEET THE NEEDS OF THE GIFTED READER. DIFFERENTIATION IS A METHOD OF INSTRUCTION UTILIZED BY A TEACHER TO STRUCTURE THE LEARNING ENVIRONMENT FOR THE MAXIMUM DEVELOPMENT OF INDIVIDUAL COMMUNICATION SKILLS. DIFFERENTIATION INCREASES THE OPPORTUNITIES FOR STUDENTS TO:

1. EXPAND THEIR AWARENESS AND APPRECIATION OF LITERATURE;
2. STIMULATE THEIR CREATIVE AND CRITICAL THINKING SKILLS;

- 7.
3. ENHANCE THEIR SELF-CONCEPT;
 4. DEVELOP INDIVIDUAL LEARNING POTENTIAL.

THE HOWS AND WHYS OF IMPLEMENTATION

IN ORDER TO IMPLEMENT A QUALITY DIFFERENTIATED PROGRAM FOR THE GIFTED READER, ONE MUST LOOK FIRST AT THE UNIQUENESS OF THE INDIVIDUAL SCHOOL, AND THEN EXPLORE A VARIETY OF ORGANIZATIONAL PATTERNS; IDENTIFYING THE PLAN OR PLANS WHICH MEET THE NEEDS OF THE STUDENTS. THERE ARE A VARIETY OF WAYS TO ORGANIZE A DIFFERENTIATED LANGUAGE ARTS PROGRAM FOR THE GIFTED. KAPLAN (1974) DISTINGUISHED THE ORGANIZATIONAL TYPES AS INTRA-CLASSROOM AND EXTRA-CLASSROOM . INTRA-CLASSROOM STRUCTURING INVOLVES INDEPENDENT STUDY, TUTORING, CLUSTER GROUPING, AND COOPERATIVE TEAMING BY MEDIA SPECIALISTS, RESOURCE TEACHERS, AND REGULAR CLASSROOM TEACHERS. EXTRA-CLASSROOM STRUCTURING MAINLY FOCUSES ON THE UTILIZATION OF COMMUNITY RESOURCES, IN RESPECT TO COMPLIMENTING AND EXPANDING THE LANGUAGE ARTS CURRICULUM. THE INTRA-CLASSROOM METHOD, WE FEEL, IS MOST APPLICABLE TO THE ELEMENTARY AND MIDDLE SCHOOL SETTINGS BECAUSE OF THESE ADVANTAGES:

1. MINIMIZATION OF STUDENT SCHEDULING CONFLICTS;
2. OPPORTUNITIES FOR SOCIALIZATION AMONG STUDENTS FROM VARIOUS SOCIO-ECONOMIC, RACIAL, AND ETHNIC BACKGROUNDS, AND ACADEMIC ABILITIES;
3. ALLOWS FOR GREATER FLEXIBILITY IN TEACHING METHODOLOGIES;

4. REQUIRES LESS PERSONNEL FOR IMPLEMENTATION;
5. MONITORING OF THE INSTRUCTION BECOMES MORE MANAGEABLE DUE TO THE STATIONARY PLACEMENT OF STUDENTS IN THE REGULAR CLASSROOM, AS OPPOSED TO THE PULLOUT OF SOME STUDENTS FOR SPECIAL INSTRUCTION;
6. PROMOTES THE DEVELOPMENT OF SKILLS IN CLASSROOM MANAGEMENT AND INSTRUCTIONAL PLANNING.

LESSON PLAN MODEL

A SUGGESTED APPROACH FOR THE DEVELOPMENT OF AN INSTRUCTIONAL PLAN IS BASED ON THE ACRONYM, CREATE. IN PREPARING AN AN INSTRUCTIONAL PLAN, THE TEACHER BEGINS WITH:

- C - AN UNDERSTANDING OF THE LANGUAGE ARTS CURRICULUM, WHICH CONTAINS THE STATE AND/OR COUNTY GUIDELINES FOR MINIMUM GRADE LEVEL COMPETENCIES. THEN, THE TEACHER SELECTS
- R - A SPECIFIC READING SKILL, BASED ON THE PRE-ASSESSMENT OF STUDENT STRENGTHS AND WEAKNESSES IN THE REGULAR CLASSROOM. THE FOLLOWING STEP INVOLVES
- E - AN ENLIVENING OF THE SUBJECT MATERIAL FOR STIMULATION OF PRODUCTIVE THOUGHT. THE TEACHER, AT THIS STAGE, SEEKS TO MOTIVATE THE INTEREST AND CURIOSITY OF THE STUDENTS IN LEARNING. THEN,
- A - ACTIVITIES ARE SELECTED TO DEVELOP CONCEPTS IN SPECIFIED SKILL AREAS. THE INSTRUCTION BUILDS FROM KNOWN SKILLS AND DEVELOPS THOSE POTENTIAL SKILLS IDENTIFIED THROUGH DIAGNOSIS.
- T - THIS ENSUING STEP IS THE TEACH AND RE-TEACH SEGMENT. THE TEACHER CHECKS SKILL DEVELOPMENT AT THIS TIME AND ADJUSTS THE ACTIVITIES ACCORDINGLY, PROVIDING FOR INDIVIDUAL STUDENT NEEDS.
- E - FINALLY, THE TEACHER ELABORATES AND EXTENDS THE SKILL BEYOND THE MINIMUM GRADE LEVEL REQUIREMENTS, EMPLOYING BLOOM'S TAXONOMY. THE EVALUATION OF INSTRUCTION AND STUDENT PROGRESS IS CONDUCTED AT THIS POINT.

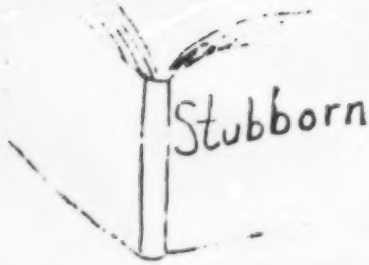
THE STRATEGY OF THE CREATE OUTLINE FOCUSES ON THE SELECTION OF CONTENT BASED ON THE PRE-ASSESSMENT OF STUDENT NEEDS, THE UTILIZATION OF VARIOUS METHODS OF PRESENTATION, AND THE SELECTION AND/OR MODIFICATION OF THE CLASSROOM SETTING. IN THIS PLAN, THE ROLE OF THE TEACHER IS THAT OF A RESOURCE FOR LEARNING, RATHER THAN A DISPENSER OF INFORMATION. THE TEACHER, AS STATED BY WITTY (1971), SHOULD ENCOURAGE AND REWARD EXPLORATION, INVENTION, INITIATIVE, INQUISITIVENESS, AND ORIGINALITY. HENSON (1978) COMMENTED ON THE RESTRUCTURING OF THE LESSON PLAN FAVORING INCLUSION OF ALTERNATIVE LEARNING STRATEGIES, AND INCORPORATION OF PROBLEM-SOLVING AND CRITICAL THINKING ACTIVITIES. KIRK (1972) SUGGESTED THAT THE CONTENT OF THE CURRICULUM INCLUDE ACTIVITIES OF BRAINSTORMING, PROBLEM-SOLVING, CLASSIFYING, CATEGORIZING, RESEARCH PROJECTS, CREATIVE THINKING, AND SELF-INITIATED LEARNING.

FIGURE (4) IS A LESSON PLAN, BASED ON THE CREATE OUTLINE, THAT WAS USED WITH THE SIXTH GRADE CLASS AT GENERAL SMALLWOOD MIDDLE SCHOOL IN CHARLES COUNTY, MARYLAND. THIS LESSON SHOULD BE ADAPTED TO THE SKILL LEVELS OF THE STUDENTS. THIS PLAN MAY BE EXPANDED FROM THE TEACHING OF A BASIC SKILL, SUCH AS ALPHABETICAL ORDER, TO THE MORE SOPHISTICATED SKILLS OF RESEARCH AND COMPOSITION. THIS ACQUISITION OF MORE ADVANCED READING SKILLS WOULD LIKELY IMPROVE THE COMPETENCY LEVEL OF STUDENTS IN THEIR CONTENT-AREA READING.

THE STRUCTURING OF A DIFFERENTIATED PROGRAM FOR THE GIFTED READER INVOLVES THE CONSIDERATION OF NUMEROUS VARIABLES: STUDENTS, TEACHERS, FACILITIES, RESOURCES, AND ORGANIZATIONAL PLANS. THE PLAN

PRESENTED IS AN INSTRUCTIONAL MODEL WHICH CAN BE UTILIZED BY
THE REGULAR CLASSROOM TEACHER IN DEVELOPING INDIVIDUAL READING
SKILLS.

You Can't Judge a Book By Its Cover



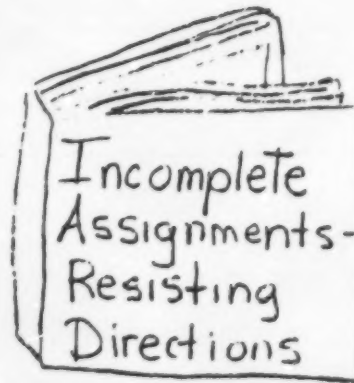
→ Persistent
Goal directed
behavior



→ Extreme
Maturity
and
Critical
Thinking
Power



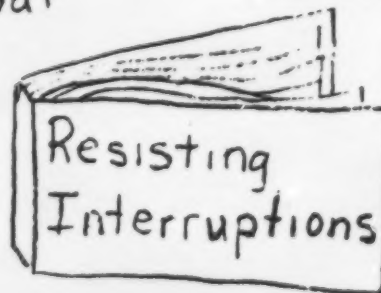
→ High level
of moral
Judgment



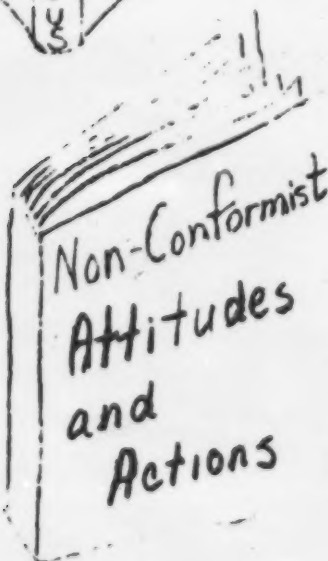
→ Impatient
with detail
Desire to
invent own
Systems



→ High verbal
abilities
and
early
reader



→ Long attention
span for topics
meaningful to self



→ Prefers
individual
and
independent
study



↓
Dislike for routine-
retentiveness.

FIGURE 2

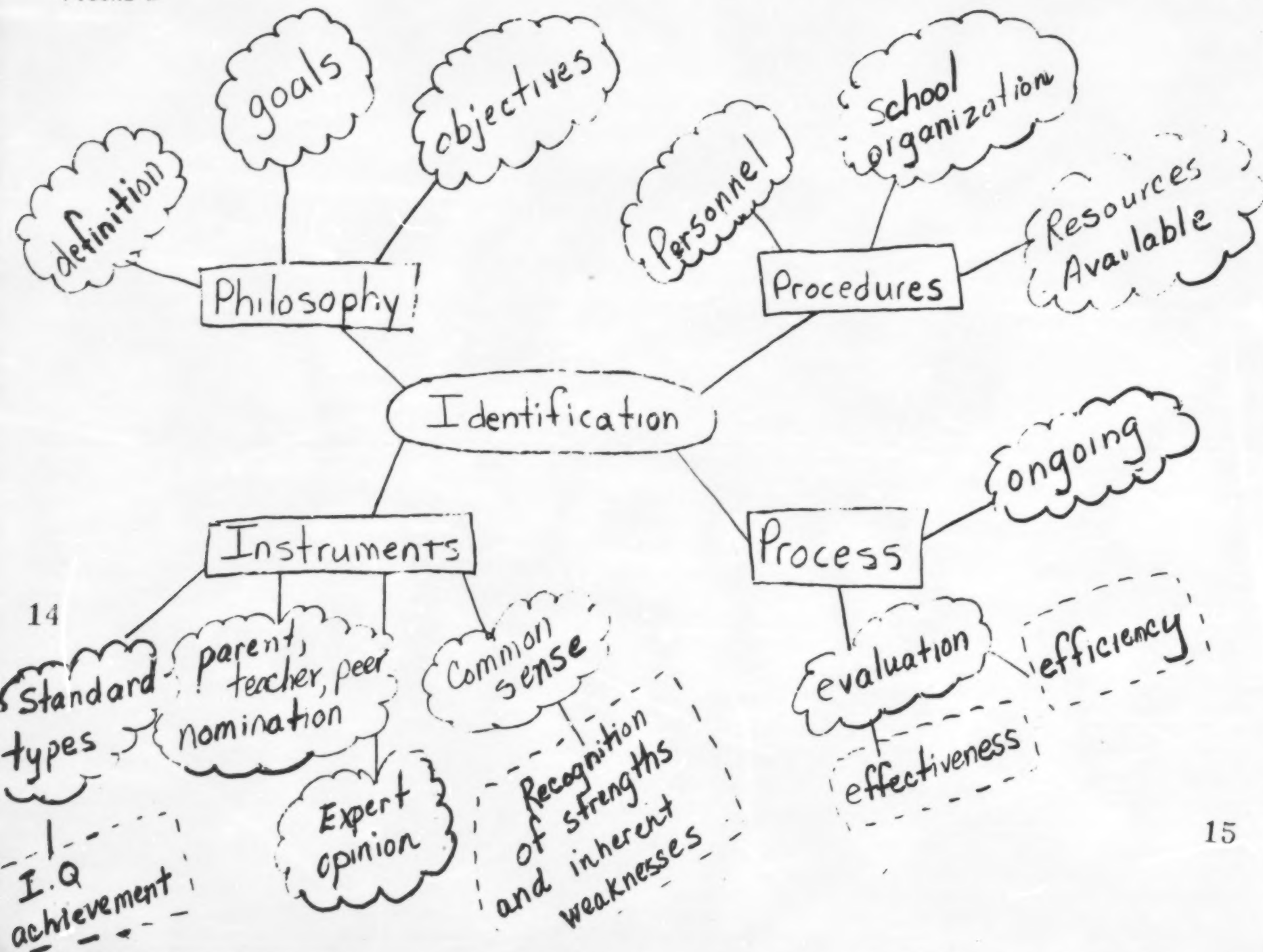


FIGURE 3

IDENTIFICATION MATRIX

STUDENT	GRADE	G.E. RDG. SCORE	G.E. MATH SCORE	NOMINATION			AUTO- BIOGRA- PHY	I	OTHER
				TEACHER	PARENT	PEER			
MICKEY MOUSE	4	6.4	6.7	△ ①		✓	V	130	ARGUMENTATIVE, INDEPENDENT READING PROGRAM
DAISY DUCK	4	5.9	6.1	△ 1		✓	V	125	6TH GRADE READER
WILLY WONKA	4	3.7	5.1	△ 1			S	135	READING AT 4-1 LEVEL
PETER PAN	4	6.7	7.1	△ 2 □ 1	✓	✓+	V	147	ACTED IN COMMUNITY PLAY, INDEPEN. READING PROGRAM
PIPPY LONGSTOCKING	4	4.2	4.5	△ 1		✓	S	119	READING 3 ² BASAL
BRENDA STARR	4	5.8	5.7	① △ 2		✓+	S	129	5TH BASAL

KEY



CLASSROOM TEACHER



SPECIAL AREA



GUIDANCE OR ADMINISTRATOR

FUNCTIONAL READING - THE TELEPHONE DIRECTORY

CURRICULUM OBJECTIVE - TO HELP STUDENTS MEET THE READING DEMANDS FOR FUNCTIONING IN SOCIETY, THEY WILL LOCATE SOURCES OF INFORMATION ABOUT PUBLIC SERVICES

READING SKILLS - 1. ALPHABETICAL ORDER
2. GUIDE WORD USAGE
3. SKIMMING AND SCANNING READING TECHNIQUES
4. RECOGNITION OF THE ORGANIZATIONAL FORMAT OF THE DIRECTORY (SUCH AS WHITE PAGES, YELLOW PAGES, CALLER INFORMATION)
5. RECOGNITION OF VOCABULARY INVOLVED IN USING THE DIRECTORY.

E - THE MOTIVATION FOR THIS LESSON IS BASED ON THE DISCUSSION OF THE INVENTION OF THE TELEPHONE, ITS OPERATION, AND THE ROLE OF THE TELEPHONE IN COMMUNICATION. A SIMPLISTIC MODEL OF A TELEPHONE CAN BE USED IN THIS INTRODUCTION.

ACTIVITIES - THE MAJOR INTRODUCTORY LESSON FOCUSES ON THE FOLLOWING:

- I. THE HOWS AND WHYS OF THE TELEPHONE
 - A. HOW TO ANSWER THE TELEPHONE PROPERLY
 - B. THE SEQUENCE IN PLACING A TELEPHONE CALL
- II. DIRECTORY USAGE
 - A. EMERGENCY NUMBER LOCATION
 - B. USAGE OF THE WHITE AND YELLOW PAGES
 - C. ABBREVIATION IDENTIFICATION

TEACH AND RETEACH

- POSSIBLE RETEACH AREAS MAY INVOLVE ALPHABETIZING NAMES, REINFORCEMENT OF GUIDE WORDS AS AN AID IN DIRECTORY USE, AND LOCATION OF INFORMATION IN PARTICULAR DIRECTORY SECTIONS.

ELABORATION

- 1. STUDENTS ARE ASKED TO DEVELOP PROBLEM QUESTIONS FOR THEIR CLASSMATES TO SOLVE IN DIRECTORY USAGE.

(EXAMPLE: IT IS RAINING IN THE MORNING, AND YOU HAVE MISSED YOUR BUS TO SCHOOL. WHAT SECTION OF THE DIRECTORY CAN BE USED TO PROVIDE YOU WITH ASSISTANCE?)

- 2. STUDENTS ARE ASKED TO EXPLORE THE OCCUPATIONS RELATED TO THE TELEPHONE THROUGH ACTUAL INTERVIEWS OR RESEARCH.
- 3. STUDENTS ARE ASKED TO EXPLORE HOW THE TELEPHONE CAN BE USED BY HANDICAPPED PEOPLE.

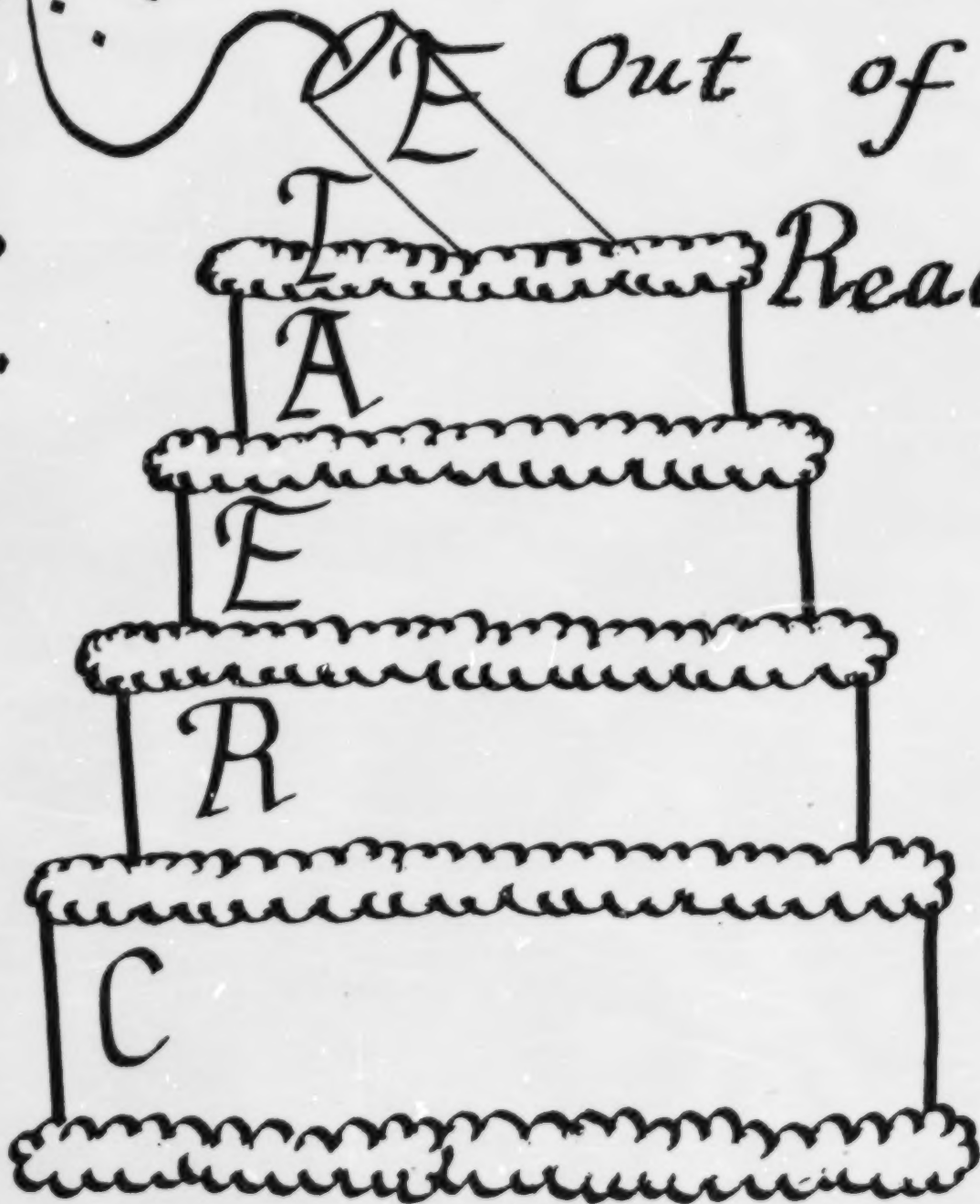
EVALUATION

- 1. TEACHER-MADE TEST ON THE WHITE AND YELLOW PAGES.
- 2. CLASS PARTICIPATION
- 3. ORAL SHARING OF RESEARCH IN CLASSROOM GROUP DISCUSSION.

I Get A
Bang

Out of

Reading



IMAGINATIVE VOCABULARY

CURRICULUM OBJECTIVE

- STUDENTS WILL WRITE SHORT DESCRIPTIVE PARAGRAPHS. VOCABULARY DEVELOPMENT AND RECOGNITION AND USAGE OF GRAMMATICAL STRUCTURE WILL BE REINFORCED.

READING SKILLS

- 1. THE ABILITY TO DESCRIBE AN OBJECT, PERSON AND/OR PLACE ACCURATELY AND INTERESTINGLY.
- 2. THE ABILITY TO USE ADJECTIVES AND ADVERBS.
- 3. THE ABILITY TO USE NEWLY DISCOVERED WORDS IN SPEAKING AND WRITING.

E

- DISCUSS DISCOVERIES AND THE IMPORTANCE OF RECORDING THEM FOR THE FUTURE.

ACTIVITIES

- 1. GIVEN A NONSENSE WORD THE CHILDREN WILL FORMULATE A DEFINITION FOR IT.
- 2. THEY WILL ELABORATE ON THAT DEFINITION BY CREATING A MORE PRECISE DESCRIPTION OF THE WORD.

TEACH AND RETEACH

- 1. VISUALLY PRESENT THE NONSENSE WORD, I.E. - OPSTOPPLE
- 2. CHILDREN DECIDE WHAT PART OF SPEECH THE WORD IS AND DEFINE THE WORD. AFTER STUDENTS SUBMIT THIS ASSIGNMENT FOR GRADING/EVALUATION, IT MAY BE NECESSARY TO RETEACH LESSONS ON PARTS OF SPEECH FOR SOME STUDENTS.
- 3. THE STUDENTS WILL BE ASKED TO CREATE AN ENVIRONMENT FOR THE NEW WORD (WHERE WAS THIS WORD DISCOVERED?)
- 4. WRITE THE PREVIOUS ACTIVITY IN NARRATIVE FORM. LESSONS IN EDITING CAN FOLLOW IF NEEDED. REVIEW OF SENTENCE STRUCTURE MAY HELP SOME STUDENTS.

ELABORATION

- 1. THE CHILDREN WILL THEN THINK OF ANOTHER MEDIUM FOR PRESENTING THE CONCEPT OF THE NEW WORD. SOME IDEAS MIGHT BE: A MODEL, DIAGRAM, SKIT, PUPPET SHOW, DRAWING, SLIDE/TAPE PRESENTATION.
- 2. PRESENT THE PROJECT TO THE WHOLE GROUP.

EVALUATION

- 1. WRITTEN DEFINITION OF NEW WORD.
- 2. WRITTEN DESCRIPTIVE PARAGRAPHS.
- 3. ORAL RESPONSES.
- 4. RESULTS OF PROJECTS

WORD ATTACK AS AN AID TO COMPREHENSION - PREFIXES

CURRICULUM OBJECTIVE - STUDENTS WILL UTILIZE A WORD RECOGNITION SYSTEM THROUGH CONTEXT, PHONICS, AND STRUCTURAL ANALYSIS.

READING SKILLS

- 1. ANALYSIS OF WORD STRUCTURE
- 2. IDENTIFICATION OF PREFIXES AND ROOT WORDS.
- 3. USAGE OF CONTENT CLUES AS AN AID IN PRONOUNCING AND UNDERSTANDING NEW WORDS.

E

- THE MOTIVATION FOR THIS LESSON IS BASED ON THE QUESTION OF HOW TO ATTACK AN UNKNOWN WORD. THE INDUCTIVE APPROACH IS THEN USED BY PLACING SENTENCES ON THE OVERHEAD PROJECTOR, AND ASKING STUDENTS TO STATE THE UNDERLINED PORTION IN ANOTHER MANNER.

(EXAMPLE - THE FOOTBALL TEAM WAS NOT DEFEATED.

THE FOOTBALL TEAM WAS UNDEFEATED.)

ACTIVITIES

- THE MAJOR INTRODUCTION INVOLVES:
 1. REWRITING SENTENCES USING PREFIXES (SEE EXAMPLE ABOVE)
 2. BRAINSTORMING WORDS BEGINNING WITH A PARTICULAR PREFIX, SUCH AS "UN", BY USING A RACETRACK MODEL WORKSHEET. THE OBJECT OF THIS ACTIVITY IS TO REACH THE FINISH LINE BY FILLING IN WORDS UTILIZING THE PREFIX "UN".
 3. IDENTIFICATION OF PREFIXES IN SPORTS TERMS.
 4. IDENTIFICATION OF PREFIXES IN A PASSAGE
 5. IDENTIFICATION OF PREFIXES IN A NEWSPAPER ARTICLE.

TEACH AND RETEACH

- POSSIBLE PROBLEM AREAS MAY BE IN

1. RECOGNIZING THE CHANGES IN MEANING THAT OCCURS WHEN A PREFIX IS ADDED.
2. RECOGNITION OF A ROOT WORD.
3. SENTENCE STRUCTURE

ELABORATION

1. STUDENTS ARE ASKED TO USE A COMINATION OF PREFIXES TO CREATE A NEW WORD. THIS NEW WORD SHOULD THEN BE PRESENTED IN AN ILLUSTRATED AND WRITTEN FORMAT.

2. STUDENTS ARE ASKED TO MAKE UP FIVE RIDDLES THAT UTILIZE PREFIXES.

(EXAMPLE: WHAT WOULD AQUAMAN USE FOR TRANSPORTATION?

ANSWER: A SUBMARINE)

EVALUATION

1. CLASS PARTICIPATION.
2. TEACHER-MADE TEST ON IDENTIFICATION OF PREFIXES.
3. WRITTEN REPORT OF NEW WORD.
4. ORAL AND WRITTEN SHARING OF RIDDLES.

JR. GREAT BOOKS ENRICHMENT OR BOOK REPORT VARIATION

- | | |
|----------------------|--|
| CURRICULUM OBJECTIVE | - STUDENTS WILL ANSWER INTERPRETIVE QUESTIONS AND ANALYZE AUTHOR INTENT. |
| READING SKILLS | <ul style="list-style-type: none"> - REINFORCE DISCUSSION SKILLS - READING FOR MEANING - IDENTIFYING QUESTIONS OF FACT, EVALUATION AND INTERPRETATION - REINFORCE MAIN IDEA AND DISCUSSION OF RELEVANT DETAILS. |
| E | - WARM-UP ENCOUNTER LESSON BASED ON LEARNING MORE ABOUT OURSELVES, I.E. WEBBING ACTIVITY RELATED TO THE COMPONENTS OF MOVIE PRODUCTIONS AND A SECOND WEB DEALING WITH THE MANY ASPECTS OF OUR OWN PERSONALITY. EACH HAS MANY PARTS THAT MAKE IT WHOLE OR COME TOGETHER. |
| ACTIVITIES | <ul style="list-style-type: none"> - 1. READ THE STORY - 2. PARTICIPATE IN TEACHER DIRECTED DISCUSSION CENTERING ON INTERPRETIVE QUESTIONS. |
| TEACH AND RETEACH | <ul style="list-style-type: none"> - 1. LESSONS ON IDENTIFYING FACTUAL, EVALUATIVE AND INTERPRETIVE QUESTIONS MAY BE NEEDED FOR SOME STUDENTS. - 2. STUDENTS CAN WRITE QUESTIONS OF THEIR OWN AND CLASSIFY THEM AS FACTUAL, EVALUATIVE OR INTERPRETIVE. |
| ELABORATION | - 1. SIMULATE PRODUCING A MOVIE. CHOOSE A STORY FROM ONE OF THE JR. GREAT BOOKS SERIES. THE STUDENT WILL BE RESPONSIBLE FOR CASTING A MOVIE BASED ON THE STORY. ANY CHANGES IN THE TEXT MUST BE NOTED. REASONS FOR SELECTING A CERTAIN CELEBRITY FOR A ROLE MUST BE INCLUDED. THE SETTING SHOULD BE DESCRIBED. WILL IT BE SHOT ON LOCATION? WHAT |

ELABORATION (CONT'D)

-

COSTUMES ARE NEEDED? DRAWINGS CAN BE INCLUDED. THE BACKGROUND MUSIC CAN BE CHOSEN FOR VARIOUS SCENES. IT IS POSSIBLE THAT A SKIT, SLIDE, SHOW OR PUPPET SHOW COULD EVOLVE!

EVALUATION

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1. OBSERVATION OF ORAL RESPONSES AND PROJECT RESULTS.
2. STUDENTS CAN BE ASKED TO ANSWER INTERPRETIVE QUESTIONS IN WRITTEN FORM.

READING SKILL	ELABORATION
1. <u>IDENTIFY THE MAIN IDEA</u>	STUDENTS CAN ASSUME THE IDENTITY OF A FAMOUS PERSON AND PARTICIPATE IN A DISCUSSION CONDUCTED IN A TALK-SHOW/INTERVIEW FORMAT.
2. <u>RECOGNITION OF PARTS OF A BOOK</u>	STUDENTS PRETEND THEY ARE A BOOK AND MUST IDENTIFY THEIR CONTENTS.
3. <u>AWARENESS OF FOLK TALE AS A TYPE OF LITERATURE</u>	REWRITE A FOLK TALE CHANGING THE SETTING TO MODERN TIME.
4. <u>RECOGNITION OF THE ELEMENT OF CONFLICT IN A STORY</u>	IDENTIFY A CONFLICT IN CURRENT EVENTS. REPRESENT IT IN A CREATIVE WAY. (EX: REAGAN'S ECONOMIC PROPOSALS ARE SIMILAR TO SQUEEZING A HIPPO INTO A GIRDLE.)
5. <u>RECOGNITION AND USE OF EDITING SYMBOLS IN WRITING</u>	STUDENTS ARE TO IDENTIFY AN EDITING SYMBOL WHICH BEST REPRESENTS THEMSELVES. THEY ARE TO CREATE A NEW EDITING SYMBOL THEY FEEL IS NEEDED AFTER REVIEWING THEIR CLASSMATES' PARAGRAPHS. (EX: " <u>IT</u> BEST REPRESENTS ME BECAUSE MY LIFE ISN'T OVER YET - I'M STILL GROWING." A NEW SYMBOL NEEDED IS A <u>ROCKET</u> , MEANING SENTENCES ARE "OFF THE SUBJECT.")
6. <u>INFORMAL AND FORMAL LANGUAGE USAGE</u>	REWRITE POPULAR COMMERCIAL SLOGANS IN BOTH FORMAL AND INFORMAL LANGUAGE. (EX: "YOU DESERVE A BREAK TODAY" <u>FORMAL</u> - ALL THAT WE ACHIEVE IS FOR YOUR DELIGHT AND GUSTATORY PLEASURE. <u>INFORMAL</u> - OUR WORK FEEDS YOUR FACE.)

7. RECOGNITION OF READING STRATEGIES - SKIMMING, RECREATIONAL, AND CLOSE READING.

STUDENTS ARE GIVEN A PROBLEM SITUATION SUCH AS THE FOLLOWING: BETWEEN YOU AND YOUR DESTINATION IS A BEAR. RELATE YOUR METHODS OF APPROACHING YOUR DESTINATION TO THE PARTICULAR READING STRATEGIES. (Ex: SKIMMING WOULD BE SIMILAR TO RUNNING LIKE THE WIND PAST THE BEAR.)

8. FIGURATIVE LANGUAGE USAGE AND IDENTIFICATION OF ADJECTIVES

STUDENTS ARE TO PRETEND THEY ARE AN ORNAMENT ON A CHRISTMAS TREE. IN WRITTEN FORM, THEY ARE TO DESCRIBE THEMSELVES, COMPARING THEIR FORM TO OTHER ORNAMENTS, AND RELATE THEIR EXPERIENCES OF BEING PLACED ON THE CHRISTMAS TREE.

9. DEVELOPING AND WRITING AN OUTLINE

STUDENTS ARE TO APPLY THE OUTLINE FORM TO THEMSELVES, USING THE MAIN TOPICS OF PHYSICAL FEATURES, PERSONALITY CHARACTERISTICS, AND UNUSUAL FACTS.

(Ex: I. PHYSICAL FEATURES

A. HAIR

1. CURLY
2. LONG

B. EYES

1. GREEN
2. LARGE

10. RECOGNITION OF FACT AND OPINION

STUDENTS ARE TO CHOOSE A FAIRY TALE AND WRITE SIX TO EIGHT FACTS AND OPINIONS BASED ON THE FAIRY TALE FOR CLASSMATES' IDENTIFICATION AND CLASSIFICATION.